Project6: POVERTY

The plan of the seance

- Sequence 1
- Sequence 2
- Sequence 3
- Sequence 4

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POVERTY

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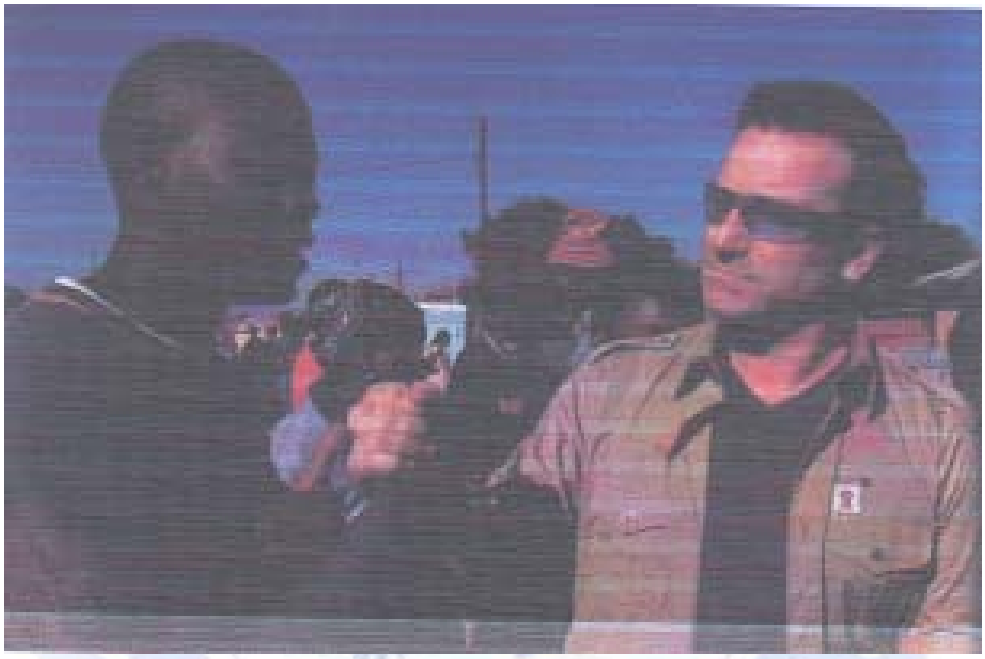
• Sequence 1:

I. <u>Reading Activities.</u>



Read this text carefully.

1. What do you know about Bono?

Tired of dreaming …

Bono, the U2 singer, has become over the past three years, a shrewd, dedicated political advocate and a world-wide symbol of rock'-n'-roll activism. His cause is solving the financial and health crisis in Africa.

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Bono's involvement with Africa began in 1984 when U2 took part in BAND and LIVE AID, Bob Geldof's Ethiopian famine-relief efforts. After the event, Bono and his wife Alison Stewart decided to find out how bad the African famine was. They travelled to Wello, Ethiopia, and spent six weeks working at an orphanage.

"You would walk out of your tent, and you'd count bodies of dead and abandoned children," Bono recalls.

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The experience remained with him through 1999, when he joined the Jubilee 2000 movement. Jubilee 2000's aim was to get the US. and other wealthy nations, as well as the World Bank and the International Monetary Fund, to erase the public debt of 52 of the world's poorest countries, most of them in Africa. Last year Jubilee 2000 was renamed DROP THE DEPT, and Bono
stayed on as the group's most persuasive spokesman. He founded DATA (Debt, Aid, Trade for Africa).
Supplying economic aid and collecting money to fight AIDS are proposed to help the African countries in return for democracy and transparency in governments across that continent.

At 41, Bono says, he has given up on music as a political force. "I'm tired of dreaming. I'm into doing at the moment. U2 is about the impossible. Politics is the art of the possible. They're very different…

Music does make a difference; it sways people emotionally. But for Bono that is no longer enough:
" when you sing, you make people vulnerable to change in their lives. You make yourself vulnerable to change in your life. But in the end, you've got to become the change you want to see in the world".

Josh Tyrangiel, in Time, March 2, 2002
(abridged)

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2. Answer these questions.

a) What cause is Bono involved in ?

……..

b) Name two humanitarian charities.

……..

c) When did Bono begin to be interested in Africa's problems?

……..

d) Pick out sentences showing Bono's involvement in Africa's problems?

……..

e) What does DATA aim at?

……..

f) What does Bono mean when he says that he is "tired of dreaming"?

……..

3.Find in the text words that are closest in meaning to:

- participate : ……
- hunger : ……..
- discover : ……
- purpose, goal : …….
- affluent : ……

4. Complete this flow chart showing Bono's involvement with Africa.

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He ……Band Aid and Live Aid.

Bono and his wife…….the famine was.

They……. at an orphanage for ……

He ……. to bring an economic and health aid.	He was ……. of Drop the Debt.	In 1999, …..... …… ……

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Vocabulary Building.

How are nouns formed?
Here are some suffixes used to form nouns.

Suffix	Meaning	Example
- ance / ancy	- state of being	- dominance
- ity / ty	- state	- creativity
- ion	- the action, state of	- irritation
- dom	- place, state	- freedom
- ence, ency	- state or quality	- dependency
- ness	- quality, state or character of	- darkness
- ility	- state	- responsibility
- hood	- state, condition	- brotherhood
- ment	-state of being, act	- comportment

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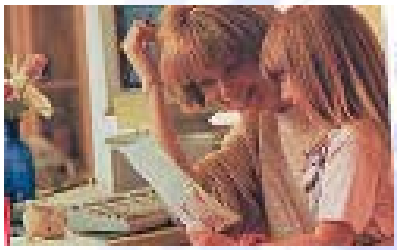
a) **Complete each sentence with the right word.**

1. Nora and Sarah have known each other for many years.
   Their ……is sincere.

a) beauty
b) happiness
c) friendship

2. Thanks to her mother's ……, Maya improved her results at school.



a) encouragement
b) work
c) reproach

3. ……..was killing her; she had no job, no hobby.

a) occupation
b) dependency
c) boredom

4. Encouraging young children's…….. can boost their learning power.

a) creature
b) creativity
c) creator

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5. When they arrived at the party, everybody was fascinated by their…….

a) elegance
b) carefulness
c) condition

6. A mother's ……is vital to the development of a child.

a) ignorance
b) ressemblance
c) affection

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b) Which nouns can be derived from these adjectives?
Classify them in the table below.

poor – peaceful – responsible – competitive – free – romantic – possessive – dominant – developing – stupid – rich – amazing – cruel.

ness	**ment**	**ty**	**ion**	**ance**	**dom**	**ility**
…….. ……..	…….. ……..	…….. …….. ……..	…….. ……..	…….. ……..	……..	……..

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Pronunciation and spelling.

Some words are spelt in the same way, but they are pronounced differently.
Compare.

*live (verb) [liv] - have a home in a particular place. - remain alive.	*live (adjective–adverb) [laiv] - not recorded; sent out while the event is actually happening. - of a performance given while people are watching.
*lead (verb) [li:d] - show the way. - cause to somebody to have something as a result	*lead (noun) [led] - a chemical element (pb). - a heavy soft grey metal.
*wind (verb)) [waind] - have many bends and twists. - make a clock or a mechanism work by turning a knob, a handle…	*wind (noun) [wind] - air that moves quickly as a result of natural forces.
*wound (past and past participle of wind) [waʊnd] -(of a road or a river) to have bends and twists.	Wound (noun) [wu:nd] Damaged place in the body, usually a hole through the skin

Choose the right pronunciation.

a) The wind was so strong that a lot of trees fell down.

[wind] [waind]

b) Most of the water and gas pipes are made of lead.

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[li:d] [led]

c) During the Football World Cup, we could see all the matches live.

[laiv] [liv]

d) She was suffering from her wound so badly that she

[waind] [wind]

lost consciousness after a while.

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Improve your vocabulary

involvement (n.): commitment.

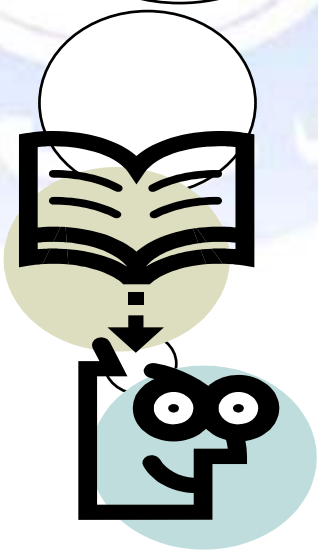
dedicated (adj.): committed; working hard at something because it is very important to you.

shrewd (adj.): clever at understanding and making judgements

plight (n.): sad, serious condition.

High standard of living: life with plenty of material comforts.

Humanitarian (adj.): holding the view of, a person who works for the welfare of all human beings (by reducing suffering, etc.)



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(continued)

a developing country: a poor country which is just beginning to become industrialized.

a developed country: an industrialized country.

erase (v.): wipe out, obliterate.

achieve (v.): accomplish, perform.

relief (n.): lessening or ending or removal of suffering, distress, etc.
relieve(v.): remove or lessen pain or distress

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II. Mastery of language.

1. Read and pay attention to the underlined words.

The U.N.O. estimates that about 1.2 billion people live in severe poverty, on less than a dollar a day. **The Guardian, August 2002.**

According to W.H.O., 50% of Africans suffers from one of the six diseases transmitted by water. **El Watan, February 2006.**

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Remember :

* We use the present simple to talk about things in general, facts….

* We use the present simple when we give information.

*In questions and negative sentences, we use **do/don't , does/doesn't.**

eg. **Do** the rich help the poor? - No, they don't.
Does Algeria produce cotton? No, it **doesn't.**

Notice the verb a s is in t infinitive form.

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2. Read these sentences and write them in the negative form using the information in brackets.

a) John breeds dogs (cats).

……

……

b) Mr Peterson takes the train to go to work (the bus).

……

……

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c) These women come from Guatemala (Finland).

……
……

d) Terry plays the trumpet (the violin).

……
……

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3. Read this paragraph.

At the end of the 1970s, many oil-exporting countries had large amount of extra money. They put this money into Western banks. The banks then loaned a lot of money to Third World countries for big development projects.

Remember :

*We use the simple past to talk about actions or situations in the past.

*Very often the past simple ends in "**ed**"(**regular verbs**).

eg. - I watched a good film yesterday.

- They celebrated New Year's Eve with their friends.

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Remember also:

*Many verbs are **irregular.** This means that the past simple **does not end in "ed"**.

eg. – (buy): They bought a house in the countryside two years ago.

- (leave): He left the office at 4.30 pm yesterday.

*In the past simple questions and negatives we use **did/didn't + the infinitive.**

eg. She enjoyed herself.

Did she enjoy herself?

She didn't enjoy herself.

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Now, Ask questions about the underlined words.

a) They spent their honeymoon in Venice.

……

b) She met her friends at the library.

……

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c) They rushed towards the train because it was very late
…….

d) The Rolling Stones gave a concert two weeks ago.
……..……..

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4. Use one of the following verbs in the present simple to complete these sentences. Sometimes you need the negative.

translate – turn – tell – flow – make – take place

1. Bees ……..honey.
2. The River Amazon ……..into the Atlantic Ocean.
3. An interpreter ……..from one language into another.
4. The World Cup …….. every four years.
5. Planets …….. round the sun.
6. A liar is someone who …… the truth.

5. Put the verbs in brackets in the past simple.

Up in the mountains of Peru, Juanita was busy. She (start)……. work at 5.00 am. She (must) ……..finish work by the next week. The Organization had ordered fifty rugs. She (ask) ……the whole village to help with the dyeing and weaving. Her youngest son (round)……..up the cousins and they (gather) ……..leaves and berries to make the dyes. She (concentrate)…….. on the weaving herself. Each shape (be) ……part of her heritage, an ancient Inca symbol. She (hope)…….. the people who (buy)……..her rugs (understand)…….. She (want) …….. them to see the beauty of her culture.

In the Internationalist, Feb. 1992

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III. Writing Activities.

1 using the elements below, explain how Live Aid was organized.

dozens of artists / participate / both sides of the Atlantic Ocean / a few more artists via satellite / concerts / elsewhere around the globe / 16 hours of music / money to alleviate sufferings /

2. Do you think it is the role of celebrities to get involved in humanitarian or political issues?

Think of singers, actors or sports (wo)men who take an active part in public life.
What causes do they defend?
What do they denounce?
Why are they more likely to be heard than politicians?
Are you influenced by their views?
Why or why not?

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• Sequence 2:

I. Reading Activities

Read this text carefully.

Living in Debt

Many developing countries have very large debts, and the amount of money they owe is quickly increasing. Trying to pay off the debt has become a serious problem for these countries, and it causes great hardship for their people.

How did the Debt Crisis start?

At the end of the 70's, many oil exporting countries had large amounts of extra money. They put this money into Western banks. The banks then loaned a lot of money to Third World countries for big development projects. However, several factors (a rise in world interest rates, a global recession, and low commodity prices) caused the size of these debts to start growing very fast.

The amount of money owed by developing countries has increased dramatically since the early 80s. These countries now owe money to commercial banks and also to organizations like the World Bank, the International Monetary Fund, and to First World governments.

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Loans have to be repaid in hard currencies (for instance the Japanese yen, the American dollar and the Swiss franc).

Developing countries have soft currencies: they go down in value. Therefore, when the value of a developing country's money goes down, the cost of its debts rises. Moreover, the value of the commodities that a Third World country exports can go down. This makes it more difficult for the country to repay its loans. In Latin America, for example, debt is growing faster than earnings from exports.

New Internationalist, 1999.

1. Read and match each idea with its paragraph.

a) The increase of debts.
§…..

b) Great difficulties are engendered by the debt crisis.
§…..

c) The reasons why it is difficult to repay debts.
§…..

d) The beginning of the debt crisis.
§…

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2. Answer these questions.

a) Where does the money loaned to Third World countries come from?
……

b) What are the factors that cause debts to grow quickly?
……

c) What characterizes soft currencies?
…….

3. What or who do the underlined words in the text refer to?

- these countries → ……
- they go …. → ……
- that a Third World country → ..
- repay its loans → ……..

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4. Choose the best answer (a, b, or c) to explain the underlined words.

1. The amount of money means:

a) increase b) reduction c) quantity

2. The amount is increasing; it is:

a) rising b) diminishing c) falling down

3. Hardship means:

a) comfort b) dependence c) suffering

4. The banks loaned a lot of money; they

a) collected b) lent a) borrowed

5. A rate is a

a) note a) percentage b) bill

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Word Building

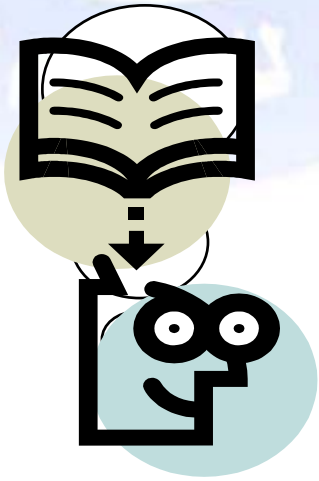
The use of the + adjective

*We use **the** with some adjectives without a noun, and the **meaning** is always **plural**.

eg. **The** rich= rich people in general.

*We use **the** with these adjectives:

The rich - the poor - the old - the young - the sick - the injured - the disabled -the dead - the deaf - the unemployed - the blind - the homeless.



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Complete these sentences using "the" with these adjectives:

unemployed – sick – rich – dead – injured – poor – disabled.

1. When the plane crashed, …….. were taken away and ……. were driven to hospital.

2. Sarah is a nurse. She has spent all her life caring for …….

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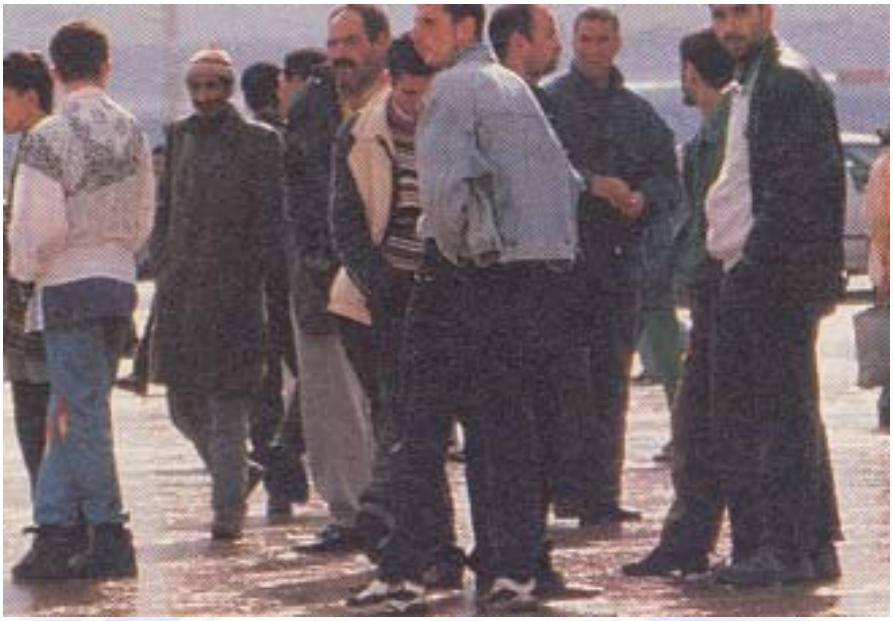
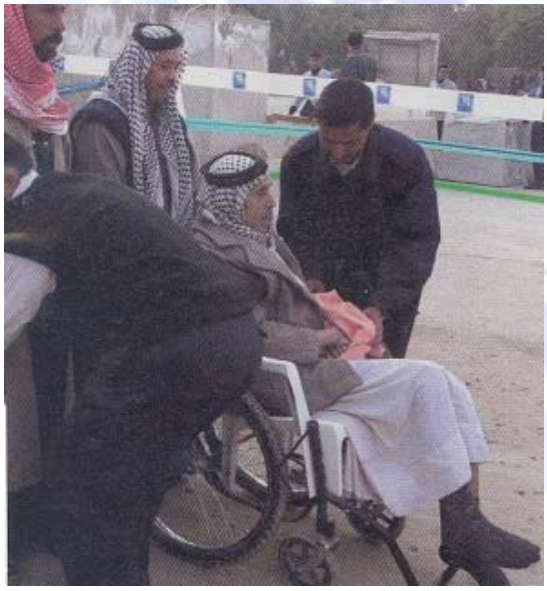


3. Because of the economic crisis, ……are getting more and more numerous.



4. ……. In Iraq suffer a lot because they don't get enough care.

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5. Some charities try to help …… by offering them meals.

6. Unfortunately …… represent a minority in the world.

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Pronunciation and Spelling.

Abbreviations and Acronyms

*We use an **abbreviation** to write a word in short

Words / phrases	Abbreviations
- advertisement	- ad. [æ d]
- anno Domini: after the birth of Jesus Christ	- A.D.
- Before Christ.	- B.C.
- in the year of the Hegire.	- A H
- United Nations Organ.	-UNO
- World Health Organization.	- WHO
- International Monetary Fund.	- IMF
- laboratory.	- lab.
- square.	- sq.
- high technology.	- Hi-tech
- rhesus factor	- Rh.
- correct, agreed.	- O.K.

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(continued)

Words / phrases	Abbreviations
- please turn over.	- P.T.O.
- World Wide Web.	- W.W.W
-British Broadcasting corporation.	- B.B.C
- abbreviation	- abbr.
- Bachelor of Arts	- BA
- Professor	- Prof
- reference.	- ref.
- government	-govt

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***Acronyms** are words formed from initials.

These Initials	Stand for
-[e i d z] AIDS	-acquired immune deficiency syndrome
-[ˈl e i z ə] LASER	-light amplification by stimulated emission of radiation.
-[ˈn e i t o] NATO	- North Atlantic Treaty Organization.
-[ˈj u: n e s k o ʊ] UNESCO	-United Educational, Scientific, and Cultural Organization.
-[ˈj u: n i s e f] UNICEF	-United Nations Children's Fund (formally United Nations Children's Emergency Fund).
-[ˈo ʊ p e k] OPEC	-Organisation of Petroleum – Exporting Countries.

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a) Match these abbreviations with their full words.

1. MF	a) very high frequency
2. vb	b) Senator
3.vhf	c) April
4. mg	d) milligrams
5. MA	e) department
6.sen.	f) Master of Arts
7. Apr.	g) medium frequency
8. dpt	h) verb

b) What do these initials stand for?

1. W. H. O. → ……..
2. B.B.C. → …….....
3. I.M.F. → ……..
4. U.N.O. → ……..
5.P.T.O. → ……..

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II. Mastery of Language.

1. Read these two short paragraphs from newspapers.
Pay attention to the underlined words.

The richest 50 m. people have the same income as 2.7 bn. poor people. The slice of the cake that is taken by 1% is the same as the slice that is handed to the poorest 57%.

The Guardian, June 2002

There are currently 2 bn people living without clean water. At the 2002 World Summit on Sustainable Development in Johannesburg agreements were reached to halve the number by 2015.

The Guardian, Sept.2002

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*we use the **passive auxiliary be + past participle of the verb** when we are more interested in the object than in the subject (who does or who did the action).

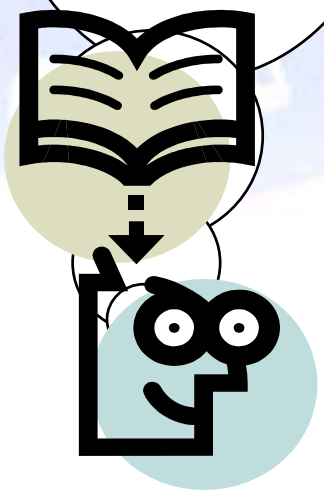
eg. -DATA **proposes** solutions to help the poor African countries.

Solutions **are proposed** to help the poor African countries by DATA.

- They collected big sums of money during the Live Aid concert.

Big sums of money **were collected** during the Live Aid concert.

*The auxiliary **be** is in the same tense as the verb in the active.



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2. Read and write.

a) -They grow cotton in Mali.
-Cotton …….

b) -They elected Michelle Bachelet president in December 2005.
-Michelle Bachelet……..

c) -He cleans the area everyday.
-The area……..
……..

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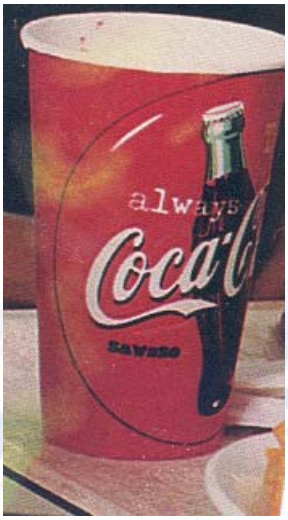
d) -They sell books on the pavement
-Books ……

e) -The Americans dropped the atomic bomb on Hirochima in 1945.
-The atomic bomb……
……

3. Put the verbs in brackets in the passive, using the present simple or the past simple tense.



Coca-cola (enjoy) ……all over the world. Nearly 3 billion gallons (sell) …….every year.

The drink (invent)…….by Dr John Pemberton in Atlanta, in 1886, but it (give) ……the name Coca-Cola by his partner, Frank Robinson.

The business (buy) ……..by Asa Candler in 1888, and the first factory (open) …….in Dallas, Texas, in 1895. Coca-cola (still make)……. there.

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III. Writing Activities.

1. Reorder these sentences to get a coherent paragraph.

a) They decided to cancel the debts of eighteen poor African countries and increase the help to their development.

b) to discuss about the planet warming and the help to the African continent.

c) However, this is not enough and more efforts should be made.

d) In 2005 the eight most industrialized nations met at Gleneagles, Scotland

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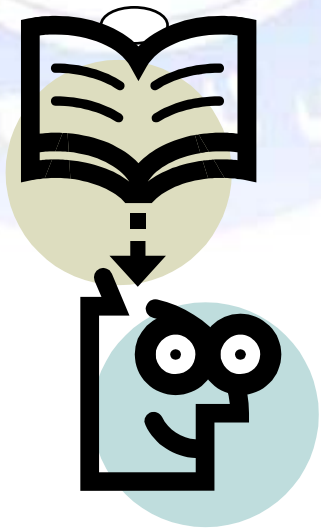
1. **Writing a summary.**

- A summary is short.
- It is in your own words.
- It leaves out everything but the most important information.



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Now, read the following paragraph and the two summaries below it, then circle the letter of the best summary.

Today was Laura's birthday, and Laura was going to do some very special things. First, she and her parents were going to the zoo. The zoo was one of Laura's favourite places to visit. She loved to learn about the animals as she watched them. After going to the zoo, Laura and her parents were going to Laura's grand-mother's house for a birthday party. Laura's whole family would be there. Laura was very excited about the plans for her birthday party. She knew that it would be one of the best birthdays ever.

a) The zoo was one of Laura's favourite places to visit. Laura loved to watch the animals. She also loved birthday parties and her grandmother.

b) Laura was excited about the things she was going to do on her birthday. She was going to the zoo and then to her grandmother's for a party.

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3. Read the following paragraph then write a summary.

One of the most popular drinks in many parts of the world is coffee. People first learned to use coffee as a drink in Ethiopia about 1300 years ago. About 200 years later, the people of Arabia, Iran, and Turkey began to use the coffee plant. Coffee arrived in Europe only about 400 years ago, and it finally reached America about 300 years ago. Coffee farms began in Indonesia about the year 1800. Coffee farms began in South Africa about forty years later. Brazil is the world's largest grower of coffee, but Africa is growing more and more coffee each year.

……
……
……
……
……
……

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• Sequence 3:

I. Reading Activities.

1. Read the text and say what Fair Trade is.

The United States consumes one-fifth of the world's coffee, making it the largest consumer worldwide. But few Americans realize that agricultural workers in the coffee industry often toil in what can be described as "sweatshops in the fields".

receive prices for their coffee that are lower
hem into a cycle of poverty and debt.

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Fair Trade is a viable solution to this crisis, assuring consumers that the coffee we drink was purchased under fair conditions.

To become Fair Trade certified, an importer must meet some international criteria: pay a minimum price per pound of $ 1.26, provide much needed credit to farmers, and give technical assistance facilitating the transition to organic farming. Fair Trade for coffee farmers means community development, health, education, and environmental supervision.

From Broad Ways, 2005.

2. Read the text again and answer these questions.

a) What indicates that the USA is the largest coffee consumer ?

……

b) What are the effects of low prices on farmers?

……

c) In what ways does Fair Trade help farmers?

……

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3. Match the words in A with their definitions in B.

A		B
1. toil	1….	a) likely to succeed, practicable, feasible
2. cycle	2…..	b) obtain by payment of an equivalent value, buy
3. viable	3…..	c) work long and hard
4. purchase	4…..	d) a series that repeats itself

4. What or who do the underlined words in the text refer to?

…making <u>it</u> the largest…

…coffee <u>that</u> are lower…

…forcing <u>them</u> into…

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Pronunciation

The pronunciation of the final ‘‘s’’

- The final “s” is the mark of the plural of a noun or the mark of the present simple with “he / she / it”.

eg. a book → books
a table → tables

- She works - It rains - He smokes

- The final “s” can be pronounced

1. /s/ after the sounds **k, p, t, f, th**

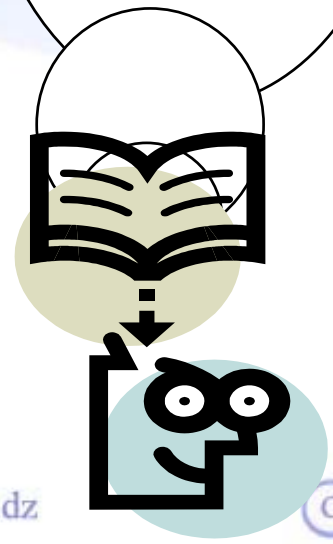
-books -helps -puts -roofs -baths

2. /z/ after the sounds **b, d, g, l, m, n, r, v, w, y** and **vowels.**

-robs -bands -begs -cars -runs -bodies

3. /iz/ after the sounds **sh, s, z, dj, tch**

-brushes -houses -peaches -boxes



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Classify these words according to the pronunciation of the final "s"

–decides – travels – trips – sticks – bridges – learns – bats – laughs – farmers – cooks – watches – axes.

/s/	/z/	/iz/
…….	…….	…….
…….	…….	…….
…….	…….	…….
…….	…….	
…….		

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II. Mastery of Language.

1. Read to find what can be done to solve the debt crisis.

The wealthy nations may reschedule the debts, thus more time should be allowed to repay the loan. Or, they could cancel the debts: the developing countries wouldn't have to repay the loans.

Of course, cancelling Third World debts will not solve the problem in the future. To do that, we must change the present financial system based on debt and interest payments.

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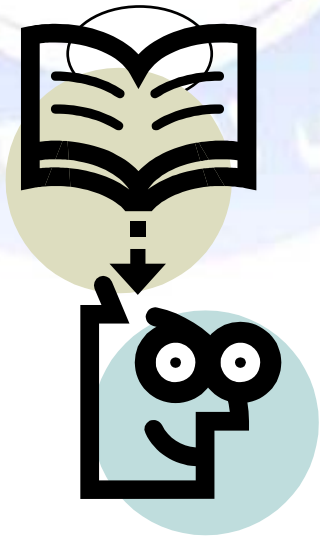
*we use may (and might) to say that **something is possible**.
eg. I'm not sure what to do after university; I **may** become a teacher.
*we use **could** to talk about **possible future actions**, especially when we make suggestions.
eg. When you finish your homework, you **could** help your brother with his.



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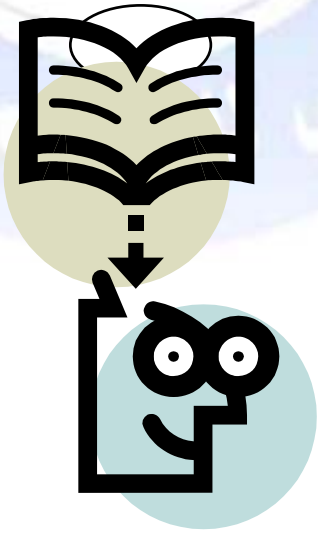
*we use **should (do)** to say that **it is the right thing to do**, or **to give advice**.

eg. -Motorists **should** wear seat-belts.

-"Ocean's Twelve" is a great film. You **should** go and see it.

***Should** can be replaced by **ought to.**

eg. Motorists **ought to** wear seat-belts.



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1. Read this dialogue then think about the possibilities open to Mike and Maggie.

Maggie: Rome is best in the spring. We may go there this year. On the other hand, Rio is the best place to be during Carnival. We could go there.

Mike: Let's go to Ireland in summer instead. I want to go fishing. We could go to Canada in the autumn.

Maggie: Mm. Of course, we may go to Austria in the winter; I want to ski.

Mike: Or we could have two short holidays, one in spring and one in winter.

Make sentences beginning with:

They may……
On the other hand, they may……...
They could also……...
……

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2. Peter has just inherited a big sum of money from his uncle. He doesn't know what to do.

Make some suggestions using these notes

buy new house – invest in business – give it to a charity – restore old house – put it in a bank – go on a long journey.

Start like this:

1. You could ……

2. ……

3……

4……

5……

6……

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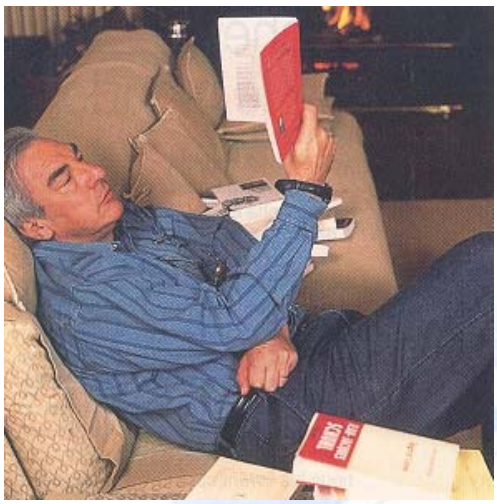
3. Rewrite these sentences using “ought to”.



1. -He should wear glasses.
   -He ……..

2. -They should wear helmets.
   -They ……..

3. -He should have a haircut.
   -He …….
   ……..

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4. -He should respect the referee's decision.
   -He ……..

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4. Use "ought to" and the words in brackets to answer the questions.

eg. I am supposed to pick up my uncle this evening at 6.00 but I have a class.
What should I do?
(ask your cousin to pick him up).

- You ought to ask your cousin to pick him up.

1. It's raining heavily outside, and I know the traffic is bad. How will I get to work on time? (leave earlier)

- You …….

2. Alex has problems with his car. How can he get to class? (take a bus)

- He ……

3. Mr. Bright has a lot of papers to correct. What should he do? (work late)

- He ……..

4. My sister's birthday is tomorrow, and she doesn't want any presents. What should I do for her?
(take her to lunch)

- You ……

5. I was angry with Carla. Now I feel bad about it. What should I do?

- You ……..

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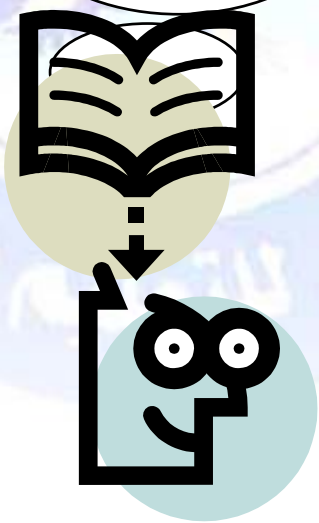
5. A lot of charities (humanitarian organizations) provide help to the poor countries.
What should they do? What should be done?

eg. They **should help** developing countries.
Developing countries **should be helped**.

Remember :

We form the passive with
should be + past participle of the verb.



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Rewrite these sentences into the passive.

1. Charities should provide food and shelter for the homeless.
   Food and shelter ……for the homeless.

2. They should give medical help to the sick.
   Medical help…….

3. They should develop local economies.
   Local economies……..

4. They should protect the environment.
   The environment …….

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III. Writing Activities.

1. Read about the history of this charity (OXFAM) and put the following facts back where they belong.

a) at the end of the Korean War

b) a massive earthquake, measuring 9.0 on the Richter scale

c) in Ethiopia and Sudan

d) the Nazi occupation of Greece

d) the Bangladesh War of Independence

f) the genocide of 800,000 people in Rwanda.

1942 – OXFAM (the Oxford Committee for Famine Relief) is set up to highlight the problems created by .....1.....

1953 – the Committee raises funds to help those left homeless, hungry or orphaned…. 2

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1960 – OXFAM organizes a campaign to combat food shortage by enabling

people to grow enough to feed themselves, rather than relying on food aid.

1965 – Water and sanitation facilities become Oxfam's great objectives.

1971 - ……..... [3] drives millions of refugees into India. Oxfam responds by employing local people and the refugees themselves.

1990 – Oxfam raises £1m to send a shipment – The Grain of Hope- to feed 350.000 people for a month. [4]

1994- [5] …. and the ensuing exodus of more than 1.7 million refugees lead to Oxfam's largest humanitarian help.

2004 - [6] …… has caused tsunamis and killed over 200.000 people. Oxfam aid flight leaves, carrying 27 tons of emergency water.

Slightly abridged from Broad Ways
Prog. 2005

2. Using the following elements, write an article about the Net Aid Concert.

Date: October 9, 1999.

Places: The Giants Stadium, East Rutherford, N.J. + Wembley Stadium, London + Geneva simultaneously.

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Artists: more than 20.

Cause: support Net Aid

Net Aid's objectives: use the Internet to educate the global public to the problems faced by poor communities and reduce world poverty.

Audience: more than 100.000 people at the concerts + hundreds of thousands (TV and radio) + 2.4 million people logged on the Net Aid website.

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3. Charities offer job opportunities. Would you like to join one of them? Why or why not? Where would you like to go? What would you specialize in?

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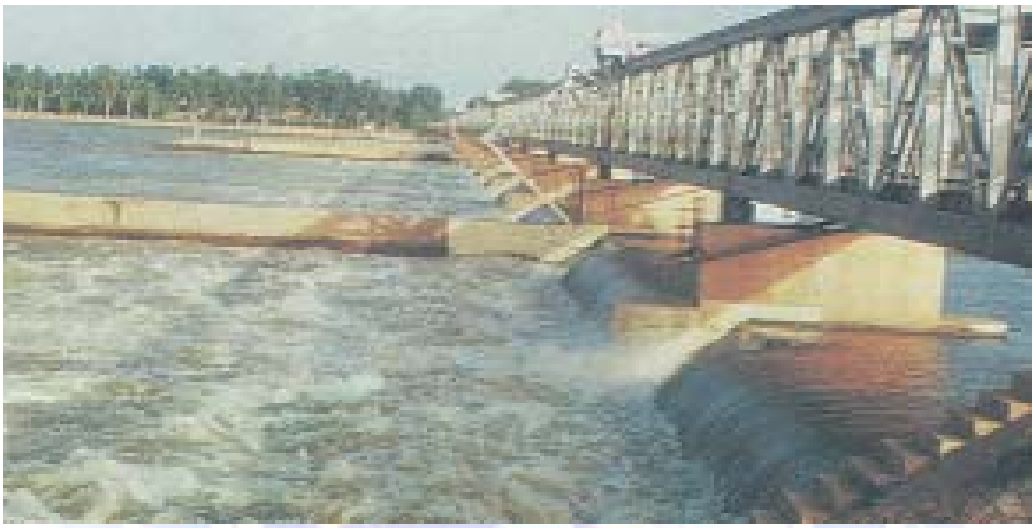
- **Sequence 4:**

I. Reading Activities.



Read this article then answer the questions about it.

More than three hundred millions of the population in Africa do not have access to drinking water, and this is unacceptable as the right to water is an element of human dignity.

The representative of the European Union announced yesterday that 230 million € had been allocated to the African countries in order to help co-finance ninety-seven projects, such as the building of dams.

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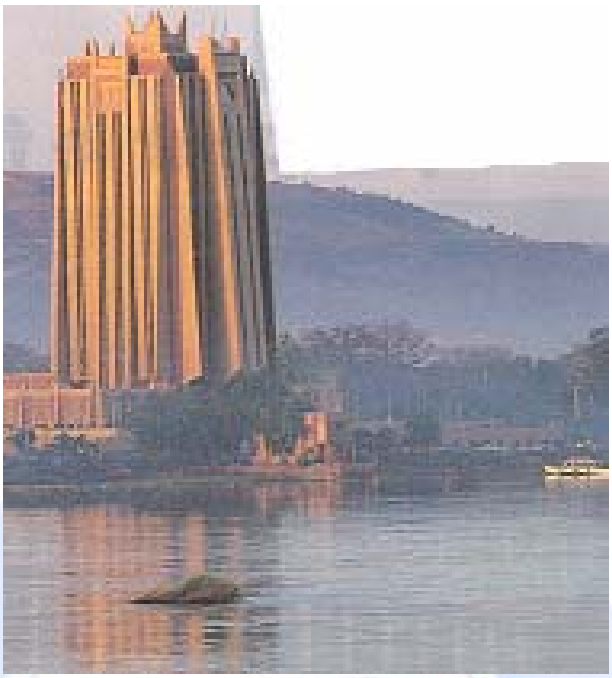

The European countries are ready to support the efforts made by the African continent to manage its water resources in the right way. Investments to meet the essential needs in water over a period of twenty years are estimated to 12 billion dollars a year.

Yet, the continent does not lack water: there are seventeen important rivers, a hundred lakes and wide wet areas. However, the African populations consume only 4% of this quantity of water because their countries have neither money nor the required infrastructures to clean and store this water. In addition, water is very often a source of conflicts between neighbouring countries.
Experts think that seventeen countries will run out of water by 2010.

Translated from
El Watan, Feb. 2006

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1. How many paragraphs are there in this article?

…….

2. Choose the best title (a, b, or c).

1. The European help to Africa.
2. Water: a source of conflicts.
3. The Right to water.

3. Are these statements true (T) or false (F)?

a) Very few people get water in Africa. …….
b) The European countries have refused to help the Africans. ……..
c) Big sums of money are needed to meet the populations' needs for water. ……
d) There is very little water in Africa. …….
e) Only a very little quantity of water is used in Africa. ……..

4. Answer these questions.

a) What will the money given by the European countries be used for?
……..

b) Why do the African populations suffer from a lack of clean water?
……..

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5. a) Look at this page of dictionary. The word "access" is explained. It has various meanings:

access ('æ k s e s) n. 1. admission to a place or person.
2.freedom to obtain or use something. 3. approach.
4. a means of approach or entry, a passage, channel.
5.a sudden, usually, violent, attack of a disease or emotion.

To which definition 1, 2, 3, 4, or 5 does the word access in this sentence refer to?

"they do not have access to drinking water".
……..

b) Support (s e'p ɒ : t) v. t. 1. to bear the weight of, to hold up, to sustain. 2. to keep from giving way. 3. to give strength or endurance to. 4. to furnish with necessaries, to provide for. 5. to give assistance to. 6. to advocate, to defend, to second. 7.to promote, to encourage. 8. to take a keen interest in (a sports team etc.) 9. to bear, to endure. 10. to maintain. 11. to represent, to act as. 12. to play a secondary role to.

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- **What is the best definition that corresponds to the meaning of "support" in this sentence?**

"The European countries are ready to support the efforts made by the African continent…"

…….

6. Pick up from the text the verbs that end in –ed- and classify them according to the pronunciation of the final –ed-

/d/	/t/	/id/
……..	……..	……. ……..

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II. Mastery of Language.

Read this dialogue.

Rania: I'm so excited! We have 3 weeks off! What are you going to do?
Selma: I'm not sure. I think I'll stay home. Maybe I'll visit my uncle in Tiaret. What about you?
Rania: Well, my parents have rented a house near Cherchel. They have invited my aunt with her husband and her children. I'm going to spend two weeks there. I'm going to lie on the beach, and swim for hours. I'm going to meet my cousins and have long parties of beach-volley.
Selma: That sounds wonderful!

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Remember :

- We use **be going to + verb** to talk about plans, future intentions thought about **before the moment of speaking.**
- We use **will + verb** to talk about possible plans, or future intentions, decisions made **at the moment of speaking.**

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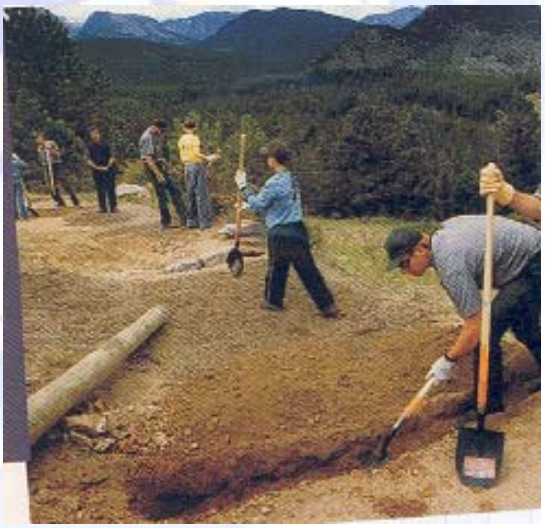
1. Use “will” or “be going to”.

a) Look at the sky!
It …… rain.

b) They ……
finish work next week.



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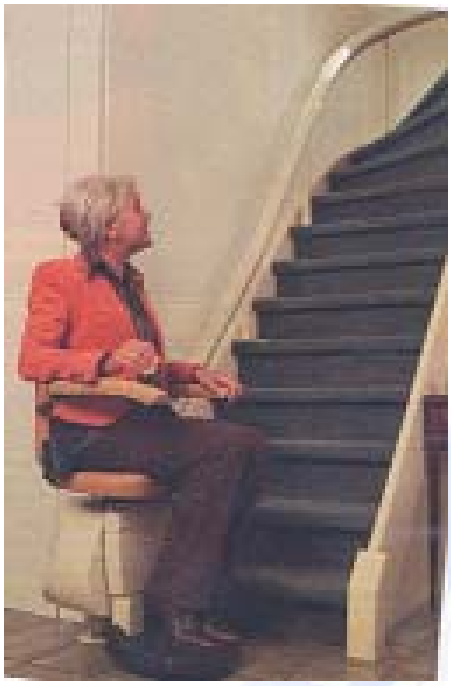

c) Great! There is an electric chair. I …….. use it to climb these stairs.

d) We've just bought a new house. We …….. move into it soon.

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e) They……..……celebrate their wedding party in a restaurant. They booked last week.

f) He ……have an accident if he keeps on phoning while driving.

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2. Alice and Brad are talking about their plans for next week.

Complete their conversation with "be going to" or "will" into each gap.

Brad: Would you like to play tennis next Saturday?

Alice: I'm afraid, I can't. I ……. leave for Bristol.
Brad: What for?
Alice: I .....have an interview for a job as sales manager of a record shop.
Brad: I didn't know you wanted to move.
Alice: Well, my parents …….retire to Bath next year, and I want to be near them.
Brad: How are you getting to Bristol?
Alice: I have a little problem, actually. My car isn't working at the moment. I'm thinking of getting a taxi to the station, and then getting a train
Brad: I ..... give you a lift to the station. Don't worry about a taxi.
Alice: Thank you, Brad. Then I ..... get a taxi home.
Brad: What time is your train back?
Alice: It gets in a quarter past nine in the evening.
Brad: It's all right. I …… pick you up as well.
It's no trouble.
Alice: That's great! Thanks a lot, Brad.

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III. Writing Activities.

1. Fill in each gap with the appropriate word chosen from this box.

play – energy – concentrated – found – needs – most – did.

As demand for power and fuel grows steadily in the coming decades, we must consider every viable ……a)…..source at hand to meet the world's ……b)……. . And because clean natural gas is ……c)…… in abundance there is little doubt that it will ……d)…… a major role on the world's energy stage in this century, much like oil ……e)…….. in the last. But, like oil, gas reserves are ……f)……. in just a few places in the world, usually far from where they are needed ……g)…….. . So what needs to be done?

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2. If you want to know what needs to be done, reorder the following sentences to get a coherent paragraph.

a) On the other hand, the governments of consuming nations must enact long-term policies to encourage such development and to ensure they will have adequate supplies in the future.

b) They must also continue to invest the billions of dollars needed to build the transport and storage infrastructure to bring more gas to market.

c) On the supply side, producing nations need policies that allow for efficient development of their natural gas in an open business environment.

d) That means building the related infrastructure, including LNG (Liquefied Natural Gas) terminals.

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Realization of the Project

Make a survey on how natural resources (water, minerals, etc.) are distributed in the world.

- Which countries have more natural resources (which resources?)
- Do these countries benefit from these resources?

  Justify giving examples.
- Explain how these resources are often a source of conflicts.

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